The AGRICULTURAL EDUCATION Magazine

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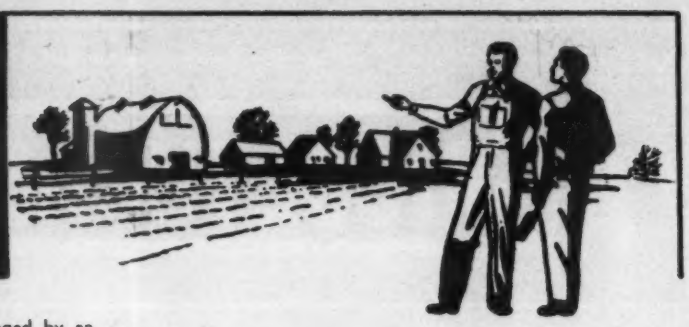
Picture legend, page 29

Featuring— **Starting the New School Year**

The Agricultural Education Magazine



A monthly magazine for teachers of agriculture. Managed by an editorial board chosen by the Agricultural Section of the American Vocational Association and published at cost by Interstate Printers and Publishers, Danville, Illinois.

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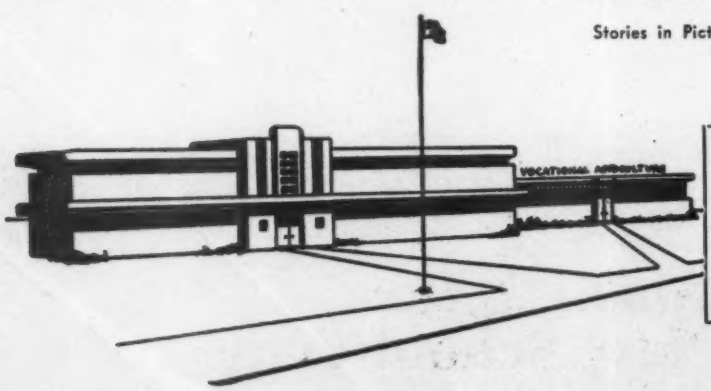
Contents



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Editorials

In the Beginning—

MALCOLM C. GAAR, Teacher Education,
Louisiana State University

The first days, the first weeks, as well as the first year, must be considered as critical periods for the beginning pupils in vocational agriculture. Why? As a general rule the success which the pupils attain during the second, third, and fourth years and even in later life depends very largely upon how well they get started during the first year. Unless the local school administrators, teachers, and parents fully appreciate the very real significance of the effectiveness of each step at this point, adequate emphases will not be placed. As a result many potentially successful farmers will fail to reach even their optimum growth.

Since vocational agriculture is considered a "special-interest curriculum" at the public secondary level, its instructional processes must be considered as such. Those pupils who are to be enrolled must do so after having enjoyed adequate counseling and guidance so that each is to be as certain, so far as it is practical, that he wants such instruction, needs such instruction, and can profit by such instruction.

Who is responsible for aiding pupils in making such occupational decisions at an early age, and how must a successful beginning be accomplished?

It is the responsibility of the school administrators to provide general counseling and exploratory services so that pupils may have opportunity to try out and confirm their interests and aptitudes. The school system is also obligated to provide adequate instructional facilities; a well qualified instructor with vision, convictions, spirit of cooperation, and drive; provide the teacher with a schedule so that he can have adequate time for organized and systematic group instruction in the classroom as well as systematic follow-up instruction for supervised farming; and further, provide the teacher with professional aid and encouragement toward the conduct of a total program to meet the growing needs of the pupils.

The axiom which states, "what goes into a program and what comes out of it depends on the teacher" is very true. The really successful teacher is one who, after receiving interested beginning pupils, can visualize them becoming progressively established in the farming business. Furthermore, he realizes that the rate of progress depends on how well pupils get started.

We cannot place too much emphasis on the necessity of the teacher being functionally acquainted with incoming boys, their parents, and their facilities. If the teacher hopes to guide pupils, as they enroll, toward best achievement in the development of their farming programs, he must actually know the pupils better than they know themselves. The teacher must work enthusiastically and intelligently with boys and parents in order that progressive supervised farming programs can be organized and executed. Every program must include productive enterprises, improvement projects, and supplementary farm jobs. Farming programs which do not include cash money producing enterprises from the beginning have but little appeal

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The Index to Volume 28

The annual Index of the *Magazine* for a year provides basis for some observations which may escape the attention of the average reader. For example, two hundred and thirty-six separate titles for articles or special column headings were printed during the year. This does not include the individual items on the back cover of Stories in Pictures, the Book Review items or the separate items in Tips That Work, News and Views of the Profession or Professional and Teaching Aids columns.

The classification of articles as made in the Index carries by far the greater number under the heading of *Professional.* While this is to be expected in a professional magazine, the number, seventy-three for the year, may be questioned on the basis of the judgment used in making the classification. Here, as in other categories, a number of articles might well have been classified under another heading with equal justification in terms of the ideas emphasized. The next most popular category of contributions was Farm Mechanics followed closely by Farming Programs and Future Farmers. Farmer Classes came in for a considerable attention during the year with the gain in emphasis on Young Farmer programs.

Have you ever attempted to use the *Magazine* as a resource reference? Traditionally we tend to turn to books and similar publications of our professional leaders and administrative offices when we have need for answers, whether it be in a professional improvement course or in our attempts to solve our every day problems. Don't overlook the pages of the *Magazine* for such purpose. You will be pleasantly surprised at the wealth of ideas to which the index of the *Magazine* will refer you over a period of a few years on most any topic or problem you may have in vocational agriculture. The writer did this recently in preparation for a course dealing with Advisory Committees. He was able to locate in the *Magazine* issues over a six year period some of the best reference material to be found anywhere. It had the distinct merit of being the product of experience and furnished an excellent supplement to the more formal types of reference materials. Also, it presented different points of view to challenge the thinking of the reader. Don't overlook the value of the annual Index for this purpose.

The annual Index reveals those persons and their States who have been the contributors of what you have read during the year. One hundred and sixty-four persons have contributed articles. Again, this does not include credit for contributions, none the less important, of pictures on the front and back covers and the items for the various special columns. If your name is not in the list of authors, why not make it a point to make a contribution to *your Magazine* during the year ahead?

W.A.S.

The teacher needs help

In meeting his need for teaching materials.

GEORGE P. DEYOE, Teacher Education, University of Illinois

George P. Deyoe

THE responsibility for providing teaching materials to teachers of vocational agriculture has been recognized generally by teacher educators and supervisors in many states.

In developing and carrying out an effective program for providing teaching materials to teachers of vocational agriculture, careful consideration should be given to the purposes of such a program. *The primary purpose of such a program is to help teachers do a better job of teaching* in all groups for which departments of vocational agriculture have a responsibility for organized instruction. Teaching is improved through providing teaching materials to teachers and helping them use these materials effectively, by helping teachers keep up to date on materials in technical agriculture, and helping teachers prepare some of their own instructional materials. Savings in teacher time and in money for teaching materials are other considerations in developing a program in teaching materials.

What Is Being Done

A recent study showed that several kinds of teaching materials and aids are being provided to teachers of vocational agriculture by departments of teacher education in the Central Region. The type of material provided in most states was service letters of various kinds. In addition, source units, sample course outlines, various professional bulletins and materials, and slidefilms were provided in six or more of the states in the region. Forty-two teacher educators in ten states spent some of their time in preparing aids and materials. Only five of these persons spent 50 per cent or more of their time in preparing aids and materials, and they were located in three states.[1] The interchange of materials among the states has helped considerably, as discussed later in this report. Furthermore, many kinds of teaching aids and materials are available from publishing firms and from specialized industries of various types.

Scope of a Program

A program for providing teaching materials and aids to teachers should be coordinated with other activities in an in-service program for teachers of vocational agriculture. An in-service program may include such activities as non-credit workshops and short courses, assistance to beginning teachers, professional meetings with teachers, on-campus and extension courses for graduate credit, and visits to teachers on the job by teacher educators and supervisors.

Teacher education departments in most states are concerned about broadening the scope of their programs for teaching materials. The following are important in considering the scope of a program:

1. Materials should be developed which are helpful to teachers in providing instruction for all persons who should be provided instruction by departments of vocational agriculture. The clientele includes high-school students of vocational agriculture, young farmers, adult farmers, and farmer veterans. Some teaching materials are useful for all of these groups. This is probably more likely to be true of materials and aids in technical agriculture than of most professional materials.
2. Several kinds of teaching aids should be provided, particularly of the audio-visual types. These may include slidefilms, slides, objects and specimens, movies, charts, printed materials of various kinds, kits of materials, and others. Some of these may be supplied on a loan basis.
3. A program should help teachers to secure appropriate materials in technical agriculture. This may be done by reviewing and screening materials available from various sources, including bulletins and other materials from the college of agriculture, commercial publishers, and industrial and business firms. Some special publications in technical agriculture may be prepared especially for departments of vocational agriculture. Some states provide lists of approved practices and special data on levels of efficiency and suggested standards for various enterprises.
4. A program should provide suggestions on how to use various teaching materials, aids, and devices which are made available. Unless this is done, some teachers tend to misuse these materials. Furthermore, teachers should be encouraged to use their initiative in planning instructional programs which are

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A "caddy" type of open-top file provides a handy place for source units used by a teacher in planning for instruction.

[1] George P. Deyoe, *A Study of In-Service Education Provided for Teachers of Vocational Agriculture by Departments of Agricultural Education in the Central Region.* Division of Agricultural Education, University of Illinois, 1955.

An electrically wired "matching board" provides a center of interest during free time.

"Home-made" charts are shown being used in an adult-farmer class. (All pictures supplied by the author.)

An up-to-date reference library is a "must" for vocational agriculture.

adapted to local conditions and at the same time make effective use of other teaching materials which are available.

Suggested Ways and Means for Developing a Program

Careful consideration should be given to ways and means for planning and carrying out a program in teaching materials.

1. It is highly important to maintain communications with teachers in the field who are the "consumers" of teaching materials. An advisory committee consisting of teacher representatives is extremely helpful in securing suggestions for needed materials and in reviewing materials at various stages of development. Surveys of teachers are also helpful in determining needs and for evaluating materials developed.
2. Effective communications should be maintained among various persons who are assisting in preparing instructional materials at the teacher-education institution and among teacher trainers and supervisors. Materials in technical agriculture prepared for teachers should be carefully checked by appropriate specialists and should not be released until given approval by these specialists.
3. Arrangements should be made for revising technical and professional materials for teachers so that they may keep abreast of recent developments. This means that frequent revisions are needed, especially in printed materials in technical agriculture, lists of approved practices, slidefilms, and some others.
4. Suitable policies and methods for distribution of teaching materials should be developed. Policies relative to charges for materials, methods of payment, copies provided on a free basis, and other related matters are important and should be made clear to local departments of vocational agriculture. In the institution which provides the publications, policies must be developed if financial assistance is provided by state boards of vocational education. And other methods of financing, such as use of revolving funds, need to be developed in accordance with policies in an institution where the materials are prepared. A service letter is a useful device for informing teachers about materials which are available, how they may be obtained, and other information useful in making selections and submitting orders.
5. Provision for interchange of materials among states is an important development in which progress is being made. Recent activities in the Central Region include special conferences of representatives from several states, special sessions at the Central Regional Conference, and correspondence among states. Some materials prepared in the state are made available to other states, and in some cases permission is given to states to reproduce materials which are suitable.
6. Time of the teacher-education staff, and in some cases of supervisors, needs to be set aside and earmarked for preparation of materials for teachers. States which are most productive of teaching materials have provided full-time persons or persons with major portions of their time set aside for this purpose.
7. Teachers should be helped to use their own resources and initiative in using teaching materials made available to departments of vocational agriculture. Furthermore, teachers should be encouraged to develop many materials on a "do-it-yourself" basis. By providing teachers with lists of supplies and places where they may be purchased, teachers can save considerable time in tracing down needed materials. Some of these supplies may be provided by the department in the state which furnishes teaching materials. As a further aid to teachers, suggestions may be provided for making charts, slidefilms, exhibits, models, etc. Suggestions for preserving specimens, making mounts, using chalkboards, planning broadcasts, and taking photographs are also in line with this philosophy of helping teachers to help themselves.[2] Suggestions for organizing, filing, and storing teaching materials are also needed by teachers. □

[2]Two recent publications of this type are:
Raymond M. Clark and Charles Norford, *Materials and Techniques for Making Charts and Graphs in Teaching Agriculture.* Department of Vocational Education, Michigan State University, East Lansing, Michigan, 1954.
George P. Deyoe, *Methods and Materials for Teaching Vocational Agriculture to High School Students.* Available from the Office of Field Services, College of Education, University of Illinois, Urbana, Illinois, 1954.

Help Wanted!

Readers of the Magazine want the ideas of others in meeting the problems faced by all Vo-Ag instructors. Review the themes for remaining issues of the Magazine for the current Volume. Don't they suggest an idea about which you can pass along your experience for the benefit of other teachers? Themes are listed in the May issue.

In the Beginning

(Continued from page 27)

and challenge. Pupils must make money for themselves early in their programs if interest is developed and they must continue to make money on an increasing basis if such interest is to be sustained.

Two very serious mistakes that I find in too many cases as allowed by the triangle of the responsible personnel (school administrator, teacher and parent) are: (1) too many beginning pupils are permitted to get by the first year and even in subsequent years without organizing and carrying out supervised farming programs to the best of their abilities and facilities, (2) in too many cases such pupils are given school credit when they fail to carry out supervised farming programs. The seriousness of the situation lies in the fact that pupils are given credit for something they have not earned. To that extent it is a practice of character training in reverse—a dangerous practice. Obviously, they do not get started toward anything nor do they advance toward anything worthwhile.

Parents too, enjoy the privilege of giving *encouragement* and *opportunity* to their boys in getting started and to making advance toward the farming occupation. The very fact that such can be done while completing their high school education is a rare privilege in any educational program. Thus, it is highly essential that the teachers, the boys, and the parents start early in the planning and development of the pupil's supervised farming programs so that the boy's growth—a major aim, will be possible. To make such possible by provision of an adequate instructional schedule and facilities, encouragement, and a high degree of expectation of the local teacher "In the Beginning," is the responsibility of the local school administrators. This will go a long way toward enabling vocational agriculture to attain, to a very great measure, what was visioned for it in its original concept. □

The Cover Picture

A scene which is typical of farming in Nevada. About 90 per cent of Nevada's income is derived from the sale of livestock. The livestock is "run on the range" during the summer months and either fed on the farm from wild hay or allowed to graze in the lower valleys in the winter months. This picture shows a typical ranch scene and a range during the summer in a valley a considerable distance from any adjoining ranch.

Picture furnished by Howard Christensen.

Theme for the September Issue—
"Improving Methods of Instruction"

ENTRANCE TO THE CAMP—A first impression is made.

TIME TO RELAX—A typical scene at the camp site.

Agricultural groups can meet today's challenge for recreation

Here is how it is being done in California.

S. R. SAGE, Cadet Teacher, California State Polytechnic College

How are you, Mr. Ag Teacher, going to meet the demand of your boys for organized recreation? Remember, farm boys need these outings as much as city boys. In fact the city boy has a distinct advantage over his "country cousin" in that his summer trips and camping are planned quite extensively for him by many of the city service organizations. The country boy, on the other hand, is left pretty well out of the picture so far as summer mountain camps are concerned, unless of course his Ag Teacher is looking out for him.

California is meeting this need through the use of their State FFA summer camp located high up in the Sierra National Forest. The sole purpose of this State Forest Camp is to provide an area of wholesome recreation and education for Future Farmers, their Ag Teachers and allied and cooperating groups. California's camp is unique in that the camp site itself is largely used as a base camp or starting point for pack trips into the back country. Also the camp may be used for resting, studying nature, fishing and outdoor games.

Reference materials furnished by the U. S. Forestry Service are available at the camp site for the use of those instructors and their groups who wish to study nature's gifts all around them. Other facilities available at present include thirteen rock masonry cooking units—most of them with adjacent masonry fireplace rings, twelve large tables with benches, five or six smaller work tables, two latrines, a central bulletin board and storage cupboard.

Camping is by Chapter groups, thus avoiding the "central group camping" so typical of most summer camps. Who makes up the party is the Chapters own business. Many Chapters have made the trip an award for high-point winners, or a reward for seniors, or State Farmers, or Chapter officers or executive committee members. Experience has shown that around ten boys with their advisor, make up a good group. All can eat around one of the large tables and can be conveniently transported.

The camp can readily accommodate 100 to 150 persons at a time if organized by Chapter camping groups. The camping centers are spread around a tract of six or seven acres. There is ample firewood in the camp area and a million acres of forest around it. Arrangements can be made for camp use at designated periods by Y. F. Chapters, by agriculture teacher family groups or men teacher groups, or other persons affiliated with the vocational agriculture program—state staff, college vocational staffs, etc.

The State Association has leased this camp site for an unlimited term period from the U. S. Forestry Department and the FFA boys have built and are expanding the camp facilities. Yes, California is meeting the boy's needs for recreation and travel in a very creative and unique manner. □

Check the Index beginning on page 35 to see how often your State was represented by articles in Volume 28. Should your State's record be improved in Volume 29? Perhaps it will depend upon you.

AFTER BREAKFAST CLEANUP—Scene shows some of the equipment built for the camp by FFA Chapter members.

A typical scene of some of the Sierra Lakes within hiking distance of the base camp.

Operating two-teacher departments of Vocational Agriculture

An administrative problem of growing importance to be solved before the school year begins.

GERALD B. JAMES, Teacher Education, North Carolina State College

Gerald B. James

With the expansion of vocational education in agriculture and the further consolidation of schools have appeared many two-teacher or multiple teacher departments. Several widely differing plans and approaches to division of duties and responsibilities have been tried in two-teacher departments; consequently, two-teacher departments have operated with varying degrees of success.

Some plans which have been tried and their major limitations are:

1. Use of two-teacher departments as on-the-job training centers for beginning teachers: The beginning teacher may serve in a two-teacher department for two or three years in cooperation with and under the supervision of an older, more experienced and established teacher, before moving into a one-teacher department.

Limitations:

a. Promotes short tenure.
b. May not be conducive to really learning the community on the part of the beginning teacher.
c. May have tendency to perpetuate the *status quo* in program planning.
d. May have tendency to discourage initiative and research on the part of the beginning teacher.
e. May imply to the beginning teacher that "this is the ideal and what will work here should work elsewhere similarly."

2. One teacher specializes in the adult area and the other in the youth area.

Limitations:

a. Possibility that neither teacher would be aware of the total program.
b. May lead to the teacher of adults gaining greater acceptance and favor "in the eyes of the public," and thus lead to "strained" relations between the two teachers.
c. May not be a fair division of the total job since there is a potential of about eight adult or young farmers for each high school enrollee.

3. Each teacher teaches the same class every year (Ag I and II for one teacher and Ag III and IV for the other).

Limitations:

a. Typically the teacher working with the freshmen and sophomores would have a larger enrollment and a higher percentage of enrollees whom he would never see established in farming.
b. Might lead to a vested interest. Some continuity in the performance of duties is desirable, but no one should develop the feeling that he "owns" any particular phase or part of the program or department.

4. Each teacher teaches a particular group throughout their four years in high school vocational agriculture.

Limitations:

a. Perhaps each student should have the opportunity of studying under both teachers during his four years of vocational agriculture in high school.

5. Teachers divide subject matter areas and specialize, i.e. each teacher specialize in one or more areas such as farm mechanics, livestock, crops, etc.

Limitations:

a. Appears to place subject matter or agricultural objectives foremost.
b. Would likely necessitate much duplication in on-farm visits and planning with farmers and high school boys—farmers plan the entire farm as a unit; many enterprises are inter-related.
c. Might lead to vested interest—no one teacher should develop the feeling that he is the "authority" in a particular area or that he "owns" any certain phase of the program.

A Suggested Approach

There should be a democratic sharing of responsibilities between two teachers in a department. Decisions regarding the purposes, operation, or functioning of a two-teacher department, such as are usually made by the teacher of agriculture, should be made jointly. The two should operate as co-teachers, as a team, with neither maintaining power over the other; not one as employer and the other as employee.

Considering the job to be done, the welfare of the program of vocational agriculture and the teachers, their interest and qualifications, an effort should be made to divide duties and responsibilities in such a manner that neither teacher would specialize in any one phase of the over-all job. Rather, both should keep abreast of and work with all major phases of the program, such as, adult classes, the high school classes, FFA, farm mechanics, crops, livestock, etc. From a practical point of view, however, there must be some division of the sub-areas or phases, but it is neither necessary nor desirable that one man continue with one area alone over a period of years. Time should be set aside at the end of each school year to study and evaluate the year's work and re-assign or allocate duties and responsibilities.

Democratic sharing of duties and responsibilities without over-specialization is indicated by the following items which have been abstracted from written statements of policy regarding the operation of two-teacher departments in North Carolina:*

1. *Administration*—one teacher shall be responsible for keeping the principal informed regarding the program of vocational agriculture and shall be the one to whom the principal looks for reports of departmental decisions, activities, and routine administrative reports. This does not in any way place one teacher "above the other" regarding decisions which affect the program of vocational agriculture. Decisions shall be made jointly, but one teacher shall keep the principal informed regarding such decisions.

2. *High School Boys*—each student should have the opportunity of studying under both teachers during the four years of vocational agriculture.

a. Preferably one teacher will have a student for two years and then transfer him to the other teacher.
b. When a student transfers from one teacher to the other, time will be set aside in the summer for the teachers to visit the student together and discuss the student's farming program, progress, plans, etc.

3. *Future Farmers of America*—one teacher shall serve as advisor for the FFA during the current school year and the advisorship shall be alternated each year thereafter. The other teacher shall assist with the FFA especially in the area of program planning and as consultant to the various FFA committees.

4. *Securing Materials and Supplies*—one teacher will be responsible for procurement of all equipment, materials, and supplies decided upon by the two jointly.

5. *Evaluation*—time will be reserved during the summer to study jointly the year's program completed as a basis for replanning and improving. This evaluation will also serve as a basis for assigning duties and responsibilities to ourselves for the next year.

Plans and Policies Should Be in Writing

There would appear to be an even greater need for written objectives, policies, and plans where two teachers are working together than where one man is teaching alone. Attempting to reduce the views, opinions, and ideas of both teachers to a written statement would lead to better understanding and better structure. Otherwise each teacher might make assumptions which would not be acceptable to the other, or the vagueness of understanding might not lead toward a well-planned and initiated program. □

*Abstracted chiefly from Statements of Policy from Bladenboro High School, Bladenboro, North Carolina, W. L. Bryant and A. R. Davis, teachers; and Grantham High School, Goldsboro, North Carolina, J. L. Tart and C. G. Dawson, teachers.

The summer program prepares for the coming school year

There are many ways of doing so

CHARLES C. SMITH, Vo-Ag Instructor, New Milford, Conn.

Charles C. Smith

TEACHERS of agriculture have a year-round job with a little less of the classroom formality during the summer yet with the major objectives of the total program clearly in the foreground as they proceed to help young men become established in farming.

Summertime is a period of much and varied activity on the farm. Teachers visit students, young farmers and adults on their home grounds. They observe the farming program, see opportunity for suggestions which may save time, labor, money and machines or even increase production. Often twilight meetings with the whole family result in better working relationship between all members of the family and the teacher which last throughout the year. Farming programs may be reviewed and crop varieties, rotations, fertilization practices, harvesting and storing operations checked. Suggestions on changes in building arrangements, fields, etc. are often appreciated by the family. Sometimes the more advanced young men are helped in planning father and son partnerships which make the whole family happier and gives them a feeling of security and incentive to plan and work on a longer time program.

The alert teacher is on his toes reaching for new knowledge, technique and skills which will serve him well during the year as he uses cases, practices and results in his classroom teaching. Yes, farm visitations planned with a purpose is a necessary and important part of the teachers' summer program.

The teacher of agriculture as an important member of the rural community serves in various capacities as teacher, adviser, committee member, demonstrator, co-ordinator and general assistant relating his activity not only to farmers but to church and community organizations working together to bring a better life through prosperity, health and co-operative effort.

Prepare for Future Class Activities

Let's go back now to the classroom and shop. The teacher of agriculture usually spends some time here several days each week, even far into the evening, as he works with young farmers, consulting committees and others. This is the time when classrooms, shops and storage places are cleaned and rearranged. Inventories of books, bulletins, magazines and supplies are made and orders for needed additions for the new year prepared. Filing systems are cleared of out-dated materials and organized for the new year. The courses of study used during past years are reviewed and new courses of study set up in preparation for the opening of school.

Often times special preparations for exhibits, and demonstrations for fall fairs are prepared and some teachers act as judges at local and nearby fairs.

Many Varied Activities

The Annual State Conference of Vocational Agricultural Teachers plans and works out programs of a broader nature for all schools and discusses policies affecting the program of Agricultural Education. Committees are set up and plans are made for professional improvement programs to be worked out during the year in monthly meetings of the State Vocational Agricultural Teachers Association. Time is also given the State Association of the Future Farmers of America in their annual convention.

It has been a practice for several years to have a week long tour for students from local Chapters with selected advisors acting as chaperones. Trips to several states to witness agricultural practices and programs and, more recently, attendance at A. I. C. meetings at Cornell University, Purdue and this year in North Carolina will take the time of several teachers.

Farm machinery days, field days with extension folks, special meetings with advisory counsels and keeping up to date with publicity, picture work on Chapter gardens, contacting prospective students, lining up farms and boys for placement experience are just a few other activities carried on locally.

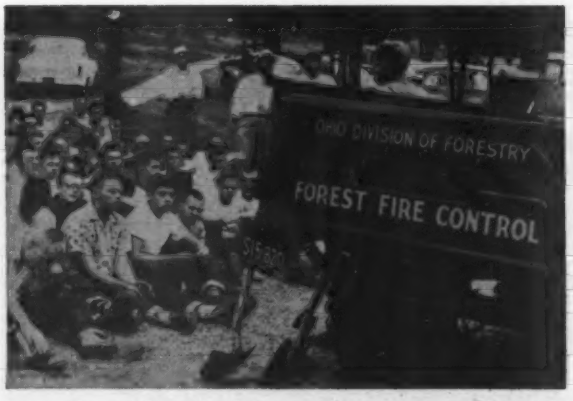
For the past three years many Connecticut teachers have taken one or more weeks of special training in farm management, conservation, tractor maintenance and other university-offered helps to keep them up to date in these fields.

Time for Vacation

Yes, these are a few of the activities of teachers of agriculture. Then, of course, every teacher tries to find ten days to two weeks for a vacation with his family. Now what do the teachers do when on vacation? Well, some just try to forget all about their teaching responsibilities while staying at home and clearing up many details of repair, paint, gardening, landscaping etc. Some teachers have been known to visit several Vo-Ag departments to learn how other teachers carry on their work. Others just leave town and go to the woods or lake area for camping.

Finally, let us say that the summer program of Vocational Agricultural teachers is one of varied activity in which they aspire to make new friends, gain knowledge, learn new techniques and develop skills while clearing up many details in preparation for the teaching year to follow. □

Scenes from the Ohio FFA Camp. (Story on page 39)



Future Farmers learn forest fire control measures at Ohio's FFA Camp. Such instruction is a part of the conservation education program of the camp.

The local FFA advisor is the key to a successful camp program. All major camp activities in Ohio are in charge of the 20 or more advisors present each week.

Keeping abreast of the times*

Every new school year brings this need to the teacher's attention.

V. RAY CARDOZIER, Educational Specialist, National Cotton Council

V. Ray Cardozier

BEFORE approaching this assignment, I discussed the matter of new technical developments in cotton production with a number of teacher trainers and supervisors. Everyone with whom I talked expressed a real concern about the problem teachers face in trying to keep abreast of technical developments in agriculture. Supervisors tell me that in their classroom visits they find teachers more and more hopelessly confronted with the problem of trying to keep themselves informed on the wide range of subjects they cover.

This is not surprising when you stop and think about the many new developments in the science and technology in farming that have come about in recent years. Just since the end of World War II, research workers in agriculture have produced new ideas for improved farming, the like of which could not have been imagined 25 years ago. Even before the research people knew much about them, farmers were demanding information and help in putting them to use.

Keeping Up-to-Date is Difficult

As an example of what I mean, let's examine some of the new developments in cotton production. Cotton is only one of the many enterprises the teacher must deal with, but it is an important one when you consider that, in the ten major cotton producing states in the South, it still accounts for almost one-third of the cash farm income and one-half of the income from crops.

Cotton production has undergone many changes in recent years. We can cover only a few of them here. Let's begin with weed control. I am not talking about cultivation of the middle, but about weed control in the drill. The scarcity of hand labor, plus the fact that hand hoeing costs from $10 to $20 per acre is fast turning the farmer to other methods. Chemical weed control may one day make "the man with the hoe" a near forgotten man. Pre-emergence chemicals applied at planting time under proper conditions will keep grass and weeds down as much as four to six weeks. By that time, the cotton is old enough so that post-emergence oils can be used to control the weeds and grass without damaging the cotton.

When the bark of the cotton stem begins to break, flame cultivation is used. Flaming was originally used only through the normal cultivation and stopped at lay-by time. Now, a lot of farmers are using flaming almost up to picking time. This reduces the problem of grassy lint, which is one of the big reasons for low grade. It also reduces materially weed and grass populations the following year. Late flaming kills some insects and burns off leaves and stems that are too low for satisfactory mechanical harvesting.

New Knowledge Is Needed

The answers to weed control problems cannot be generalized. You cannot say that chemical weed control ought to be used in all situations. To help decide the wisdom of using chemicals to control weeds on any given farm calls for someone well acquainted with the whole range of conditions under which chemicals will and will not work.

Chemical defoliation is another major advance in cotton production. It was discovered accidentally by workers at the Pee Dee Experiment Station in South Carolina when some calcium cyanamide fertilizer they were applying got on the cotton and defoliated it. Since then, research workers have pursued the development of more effective defoliants and defoliating procedures. Each year they meet and discuss new developments and while they are making a great many discoveries, about as many new problems are evolving each year.

For many years, one of the big problems has been the matter of second growth following defoliation. The tender green shoots of second growth cause more green stain damage than the original leaves and reduce the grade of the fiber. It looks now like a new chemical called Amino Triazole, when added to the defoliant, will keep down second growth for several weeks.

Scientists agree that enviromental conditions affect success of defoliation perhaps more than any other practice. You almost need a defoliation specialist to counsel on the application for each situation. This, of course, is impossible. A practical solution is to have trained agricultural workers who are sufficiently informed on current findings on defoliation to counsel farmers on application of this practice.

Many Mechanical Changes

Since the end of World War II, we have seen machine harvesters appear on more and more farms across the Cotton Belt. It was originally thought that mechanical pickers could be used economically only on very large farms. Now that the prices of pickers are down —at least one picker sells for less than $3000—more operators of family-size farms are looking closely at the possibility of getting away from the problems that go with using hand pickers. Research shows that if a picker can harvest 50 bales or more per year, it will very likely be a cheaper method of harvesting than hand labor. By adding a small amount of custom harvesting to their own acreages, this puts the possibility of owning a picker in the economic range of a large number of cotton growers. Mechanical harvesting is closely related to ginning, since additional gin equipment is needed to process cotton thus harvested. Well equipped gins can do an amazing job of drying and cleaning machine picked cotton. In fact, an experienced cotton classer told me recently that he could not always tell when a sample had been machine picked.

Although it has always been a part of cotton production in the West, irrigation is a new-comer to cotton farming in the South. We have just been through four very dry years throughout most of the South. Many of those cotton farmers who irrigated report doubled yields from irrigation. Because of the drouth, irrigation has accomplished things far beyond normal expectations, but this has given us a glimpse of the possibilities of this practice. A study in Arkansas found that over the long run, including wet and dry years, additional profits of at least $20 or more per acre per year could be expected from irrigating cotton.

A major problem in irrigation is the determination of its economic feasibility for each individual farm. We know that irrigation would not be a profitable practice on every cotton farm in the South. Its use on any individual farm would have to be determined in the light of the costs and production potential on that farm.

Soil fumigation, long thought to be limited to greenhouses and gardens, is now being applied in field practices. While still expensive, there are indications that on some farms it may be economically worthwhile in order to rid the soil of nematodes. Materials like D-D and Dowfume have in many cases given highly satisfactory results in reducing losses from this pest.

As you can see, before any of these practices are applied on any given farm, possibilities of success with them, particularly from an economic standpoint, need to be analyzed thoroughly for the individual farm concerned.

Changes Will Continue

These are some of the developments that are now accepted farming practices. What about the future? It is even more amazing. For instance, we know that cotton plants generally shed more than half the squares they put on. If we could figure out some way to keep the squares on the plant, then our possibilities for not only increasing per acre yields, but also decreasing cost of production, would see marked progress. Plant physiologists tell us there are real possibilities along this line.

Systemic insecticides, which can be absorbed into the sap stream to kill insects preying on the plants, have a very promising future. Considerable

(Continued on page 34)

*Remarks made before the Southern Regional Conference of Agricultural Education, Peabody Hotel, Memphis, Tennessee.

success has been achieved already with systemics in controlling aphids and spider mites. Perhaps we will some day find a single systemic insecticide which, when applied to cotton, will repel or kill practically all the insects that attack it. At the present, systemics are sprayed on plants. Research underway already indicates excellent promise for success by applying the materials to seed before planting. It is not too far-fetched to imagine that in a few years we may be able to make a single application of chemicals that will supply plant food, control weeds and grass, prevent disease and control insects.

Added Responsibility for the Teacher

I have been talking here about new developments in cotton production. Similar progress is being made in all other agricultural enterprises: in dairying, corn production, poultry, livestock raising, and so on. The teacher of vocational agriculture has to know something—in fact, quite a lot—about all of them. The fact that his teaching procedure may include having students ferret out solutions for themselves does not minimize the need for the teacher to be thoroughly versed on the subject himself. He cannot help students evaluate data very well without a thorough knowledge of the subject—in short, the teacher has to know more about it to begin with than the student does at the end of the study.

In every community, the teacher of vocational agriculture deals with a long list of enterprises plus a multitude of improvement projects and supplementary jobs. In a study in Georgia, Duncan found that teachers taught an average of 33 jobs in one year. Try to visualize the task of staying up to date on new developments so that you could properly teach more than 125 jobs over a four year period, plus counseling on scores of other related problems.

How does the teacher do it? Most of the teachers I've talked with tell me very frankly that they seldom teach a problem or job feeling that they are as well informed with current information as they ought to be. They simply don't have time to collect all the publications on the problems they teach, read them carefully, evaluate the data, and then synthesize the useable parts into a reference unit that they can use. According to a recent study by Dr. Leo. Knuti, teachers in eight western states work an average of 57.8 hours per week, of which 11 per cent is spent in studying and preparing teaching information. I suspect that the average teacher in the Southern Region follows about the same pattern. Every hour he spends collecting and assimilating technical information usually means one less hour available for supervising farming programs. I'm afraid just about everybody expects the teacher of vocational agriculture to spend too much time on his job. I am sure that most teachers will agree with me on this point.

The Teacher Needs Help

It's obvious that teachers need help. What is the solution? It seems to me that teachers need a regular supply of technical information tailored to fit their needs. If, when preparing to teach fertilization, for instance, the teacher had available for basic reference a comprehensive, compact, resource unit prepared with his needs in mind, is there any doubt that he could do a better job of teaching? Although he would need to supplement this basic reference, he would be largely relieved of the frustrating experience of frantically collecting and culling large volumes of literature. Perhaps you may say that this is a crutch; that it would make a teacher lazy. Maybe it is a crutch, but I believe it is the kind of help that any teacher would appreciate. I do not believe that it would make a teacher lazy, but I do believe that it would help him to keep better informed, better acquainted with the latest fruits of research and better prepared to do a superior job of teaching. A few years ago, a school of thought prevailed which expected teachers to survey for themselves all data on topics they taught. Fortunately, this kind of thinking has gone the way of mental discipline.

In each state, extension service and experiment station publications are available, and while valuable, they are rarely organized along the lines followed by vocational agriculture in teaching. I am thinking about the kind of service for teachers in which data on each problem or job taught in the state are collected, carefully analyzed, evaluated, and the pertinent parts of each melded into a single well-organized reference unit. Instead of all 300 to 400 teachers in a state individually preparing such a unit on fertilization, for example, one person in the state office could do it better and with a big saving in time for all teachers.

Materials Need to Be Adapted

I am not talking about preparing lists of recommendations or standard production practices. Recommendations, alone, are not worth much; the student is not likely to experience much real learning unless he comes to understand the reasons behind the recommendations. Nor am I talking about pulling together a mass of raw data so large that the teacher could never study all of it. We have on file in our office more than 1000 bulletins, circulars, research, and other publications on cotton production and marketing. I believe I could pick out 150 that any teacher who teaches cotton production could benefit from reading, but the futility of trying to read that much information on each enterprise taught is obvious.

In most southern states, one individual spends at least a part of his time preparing and distributing technical materials to teachers. But, even so, how can *one* man in a state do the job alone? I believe that the subject-matter specialists here today will tell you that they can only skim the surface in servicing teachers' needs.

To really do the job right will require the addition of several qualified men to each state subject-matter staff.

I want to make very clear that I am not advocating a staff of highly specialized technical personnel in the state office. I believe you might very well defeat your purpose by having a large number of people with narrow interests. Of course there might be certain subjects in which all teachers in the state were lacking which would justify a limited number of specialized people. But, by and large, I believe these people ought to be "generalists"—men with teaching experience but who are especially competent at organizing materials and writing clearly. They need to be especially skillful at marshaling the efforts of many others to help accomplish their purposes. They would need to call on faculty members in the agricultural colleges, research people at the experiment stations, extension service workers, trade associations, commercial groups, and all members of the teacher training and supervisory staffs. However, specific individuals must be charged with the responsibility; when everyone is responsible, no one is accountable.

Action to Take

This is not a new idea at all, but I don't think that many of us have fully explored its possibilities. If you agree with the idea, then the thing to do is get some action. An idea without some action doesn't get far. Essentially, the task is one of informing the public—getting them to understand the problem and how it affects teaching in their program of vocational agriculture.

Before you can expect support from anyone, you must have a clear cut idea of what you want. This means making a study of your teachers' needs for subject matter and formulating a program designed to meet these needs. Make known exactly the kind of program you have in mind and what it will take to do the job. The next move is to get financial support for the program. In your budget for appropriations, indicate that certain money is to be spent for the kind of program we are talking about. Simultaneously present that program to the people who are interested so that they will not only help make it a reality but will support it when initiated. The cotton people, the beef people, the dairy people, and other commodity organizations, farm organizations, commercial businesses, and school people are anxious to see a strong program of vocational agriculture. They know that teachers must have a supply of teaching materials to be able to do a superior job of teaching. Tell them what you need, and I believe you can depend upon them to help you secure and maintain the kind of program we are talking about. But they cannot be expected to develop a program for you. That's your job. □

Vocational agriculture has received recently a substantial increase in financial support. This places responsibility on each teacher to question himself as to the manner in which he provides evidence that increased funds are justified. The summer program may be one of the best ways to prove that increased appropriations are being well spent. Salaries of Vo-Ag teachers during the summer have been questioned in some localities.

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BOOK REVIEWS

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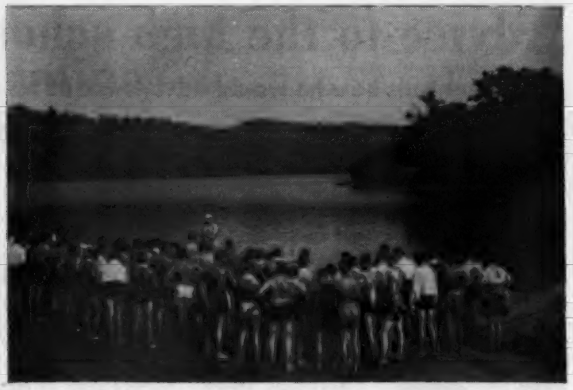
Adequate facilities are required for a good camp program. This aerial view of Ohio's FFA Camp Muskingum shows some of the major buildings as well as the system of roads and athletic field.



Instruction in recreation which opens up new fields of interest for farm boys is illustrated by this group of Ohio FFA campers who are receiving instruction in the operation of outboard motors.

Building an FFA camp program

Some guiding principles used in Ohio.

J. E. DOUGAN, District Supervisor and Camp Director, Ohio.

J. E. Dougan

SOMEONE has said Future Farmers do not attend their state camp to be educated, but they cannot participate in a well planned camp program without being so. Though this may not be literally true, a well planned camp program should possess a Future Farmer entirely. At camp he eats, sleeps, works talks, and plays twenty-four hours a day with scarcely any outside influence to detract him. The camp is his home, his farm, his school, his church, and his FFA Chapter. At camp a Future Farmer lives in a realm of youth, in a true laboratory where he actually practices helping to plan by democratic processes for his own leadership, health, religious living, work, and recreation. His attendance is voluntary and this puts him in the spirit to enter wholeheartedly into what he is doing. So a Future Farmer does learn at camp because he is participating in activities that have real meaning and interest to him.

Our main objective in Ohio is to develop a camp program that will provide the 1000 Future Farmers who will attend camp this year, experiences in the areas of leadership training, conservation education, and recreational activities where a camp environment can be used most advantageously. Also the camp program should be so designed that the 100 vocational agriculture teachers who attend and serve as camp Chapter advisors, will develop additional abilities which will enable them to become more effective FFA advisors in their local Chapters. We have attempted to accomplish this objective through:

1. A program of systematic instruction in cooperative and democratic leadership activities supplemental to the teaching conducted in the vocational agriculture classrooms and the FFA.
2. Field trips, demonstrations, and practices in soil and water conservation, forest management, trapping, and firearm safety.
3. Experience in recreational activities which will result in a pleasant experience for the camper as well as an opportunity to learn and appreciate leisure time activities. Future Farmers should also receive experience which will develop their abilities in recreational leadership that can improve the recreational program of the local Chapter. Facilities are available for participation in eleven sports, swimming and boating.
4. Activities that provide for citizenship training, character building, and development of good habits through group organization and panel discussion.
5. Activities for the development of new avocational skills and ways of spending leisure time by participating in motor boat operation, sports, crafts, etc.
6. Experience in religious living as a group through morning devotionals, vesper programs, and returning grace before each meal.
7. Instruction to teachers of vocational agriculture for the development of teaching aids and demonstration material in the area of conservation education.
8. Participating experiences for teachers of vocational agriculture which will help them understand Future Farmers, recognize their varying personalities and characteristics, and develop their abilities to work with Future Farmers.

The Ohio FFA Camp program is

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Vesper services provide a group religious experience for Future Farmers while attending camp.

Expert instruction in soil mapping and land judging is provided campers at the Ohio FFA Camp.

Advice to the high school senior

A teacher tells how he would advise one of his graduates.

C. C. BEAM, Vo-Ag Instructor, Herndon, Va.

C. C. Beam

THE days are over when we have more jobs than people, so it is now up to you to sell yourself in securing a job. So why not start now in preparing yourself for that job?

Normally, jobs are filled by people who possess qualities of outstanding training and ability, and those who know how. If you have already selected the type of occupation you wish to enter, now is the time to find the job itself.

When should you start looking for a job? The ideal time to begin looking for a job is long before you must go to work. Why? In that way you will have time to study vocations and to analyze your own ability.

Above all, remember that when you begin looking for a job you are a salesman selling a definite product: yourself, which is hard to sell. Decide what you are best qualified to do, and the type of work you like best, write out a complete inventory describing your own education, experience, capabilities, and qualifications. This helps you to get a good picture of yourself. It also refreshes your mind on "talking or selling points" which you can use in selling your services.

Next, make a list of employers or companies in your locality that would be most likely to have a job for which you are qualified. You might also list people, organizations, or employment agencies that you feel can help you make the proper contacts. Decide how you should carry on your side of the employment interview and ways and means to follow up your job prospect after the interview.

Getting a job is not a matter of luck, so go out to get a job with an attitude of confidence, determination and self respect. If you really want work, you must keep at it. You should know the exact name of the individual to whom you wish to apply and talk to no one else about the job, or you may be turned away without an opportunity to see the person who could have helped you. If you would ask to see Mr. Jones, for example, your chances of getting inside the door would be better than if you asked to see the manager. Looking for a definite person gives you more confidence in yourself.

Let your friends and acquaintances know that you are looking for a job. Be sure that they know what you are best qualified to do. Some of them may be in a position to help you get a job, or tell you where you may go. There is no harm in asking a person if he has any suggestions. If he has been given a good impression of you, he may offer suggestions if he has nothing to offer you himself.

You might run an advertisement in the "job wanted" column if you have some special ability or extraordinary job qualification. The average person out of a job does not have money upon which to gamble, therefore, it might be a worthwhile experiment to watch the help wanted column closely. Small employers very often resort to this method of making contacts with applicants.

From the gas station attendant or corner druggist you may learn if business is busy or slack, or even the name of the men who do the hiring. Another good way would be to look in the classified telephone directory, especially in large cities. This is a good way to obtain names of companies in different lines of business. List the names of the concerns and then take a few days to look up the companies and see what you think of them from the outside. You can tell a lot from the outward appearance of a place of business.

The telephone and telegraph have the advantage of commanding attention. There was one young lady who answered six "help wanted" advertisements in one day, three by letter and three by telegram. From the wires she got three interviews. One can hardly doubt that the power to arouse interest was a factor in getting those interviews. From the letters she did not receive an answer. You can use the phone to arrange an interview. If the man likes your conversation he may grant you an interview. This type of contact saves time and gives you a definite appointment. Some people secure jobs by means of the telephone.

You may use the public employment office, or a private employment agency. Do not depend too much on a public or private agency. Consider them just one job prospect. Call on them frequently so they will not forget you. They handle many applications. The Chamber of Commerce is another helpful organization.

A person may enlist assistance from friends, farmers, teachers, preachers, relatives, business associations or associates, fellow church and club members, etc. You will need a recommendation and these people often prove helpful. Do not beat around the bush, but go to them in a straightforward way and ask their help.

This "pull" does not enable a man to hold his job if he does not do the work. Right or wrong, pull does help a man to get a job. This cold fact cannot be denied, but it is your ability to do the work that will hold the job for you.

A letter of introduction is very good. It gives you common ground to begin with, and a sense of confidence. It sometimes helps you to get by the information clerk, or watchman at the gate.

If you use letters of recommendation, they must be well written and attractive. You must plan the letter to break down the employer's natural tendency to say "no" to the job seekers who apply to him. It must be good enough to get by the secretaries who have been asked to weed out all except those of unusual interest. Be specific about the kind of job you want and about your experience, strive to make your letter short, cutting out unnecessary words and thoughts. Always remember that neat letters make good impressions.

Be careful about spelling and punctuation. Use good paper and write on one side only. Do not base your request for work on sympathy. Never mention salary in the first letter. Wait until your prospect is sufficiently interested.

One common mistake of job-seekers is that they wait for the prospective employer to take the initiative in dragging out qualifications, purpose of visit and information about yourself. If you can enter, take the initiative and tell a complete, well-organized story about yourself; it will be to your favor, for hardly one out out of a hundred realize the importance of standing on his own two feet. At the same time, one should not try to take control of the interview from the employer.

Now you are ready for your interview. Above all, be well dressed and neat in appearance. You do not know how much this helps to sell your services. Another thing, self-confidence is essential and nothing will give it to a person more than knowing that he looks his best.

After you have a job, do not try to sell yourself further to your employer by *WORDS*; put some work behind it and he will see what you can do and that will go farther than words. Do what he tells you; listen, learn, and above all, live up to the qualities and abilities by which you sold your services and play the game of life fair.

The elevator to success is not working, you must use the ladder to reach the top. It is up to you to stay on and make good. □

Building an FFA - - -

(Continued from page 39)

developed from the above guiding principles through a camp board of trustees that consists of twelve FFA members who are officers of the Ohio FFA Association and seven teachers of vocational agriculture. All members are elected by their respective organizations. The Future Farmers hold membership on the board for one year and the teachers for two years.

Continuous evaluation of the camp program is made at the end of each camping period by the FFA members and teachers in attendance, at district FFA officer training meetings, and at the vocational agriculture teacher's executive committee meetings. □

One becomes a person in proportion to his conscious and discriminating sense of values.

The height of one's attainments depends largely upon how long he can continue to grow.

How many opportunities for entering farming?

Take this into account in your program of school and community relationships

JOHN E. WORTHINGTON, Vo-Ag Instructor, Jackson, Ohio

John E. Worthington

THE opportunities for entering farming are limited today. In Ohio only one out of seven farm boys can expect to operate a full-time family farm that will return a satisfactory family income and only one out of three farm youths can expect to operate a part-time farm. One out of every two farm boys will not farm at all. This gloomy outlook for the future is based upon a recent study[1] concerning the opportunities for youth to enter farming in Ohio.

Information from the 1950 Census of Agriculture indicates that in the year 1949 there were 47,359 farms in Ohio with a gross income of $5,000 or more and 115,223 farms with a gross income of $250 to $4,999. Since most Ohio farmers net much less than 50 per cent of their gross income, a farm should return a gross income of $5,000 or more to provide a full-time opportunity for a farm youth to enter farming. In other words, in Ohio for the year of 1949, there were 47,359 farms that could be expected to provide a full-time income and 115,223 farms that could be expected to provide only a part-time income. Of the boys who take over these farms in the future about two out of every three will need to look for some type of off-the-farm employment to supplement their farm income.

[1] John E. Worthington, *Determining the Number of New Opportunities for Youth to Enter Farming in Each of Ohio's Counties*, Non-Thesis study, The Department of Agricultural Education, The Ohio State University, March 1955.

Farms Available Each Year

In this study it was found that during the three ten-year periods, 1920 to 1950, there was an average yearly replacement of approximately two and one-half per cent of the farm operators. This replacement figure was arrived at by making a careful analysis of certain census data, mortality tables, real estate transfers and other supporting information. Other studies have found a replacement rate of approximately two and one-half per cent to be valid.

From this information an estimate of the opportunities for entering farming in any given area, such as a county or a school district, can be easily calculated by taking the replacement figure of two and one-half per cent times the number of farms in the area.

In Ohio there are over 7,500 farm boys becoming available each year to operate farms, while approximately 4,000 farms become available during any one year.

A survey of the opportunities for entering farming in a community will be of much value to teachers of vocational agriculture, school administrators, guidance personnel, and supervisors in developing more effective vocational programs. Listed here are some procedures that you can use in developing a survey of your school community:

1. Using township maps, plot all of the young men who have entered farming in a period of the last five or ten years in your school community. To figure the average yearly number entering farming divide the number entering by the number of years. From this number you can estimate the number of opportunities that will open up in the future.

2. A follow-up study of students who graduated from the vocational program in the past 10 or 15 years should give you a basis for estimating how many of your present boys will enter farming.

3. Take the annual replacement rate of two and one-half per cent times the number of farms in your school community. This should also give you an estimate of the opportunities becoming available each year.

Using the Information

Information regarding the status of the opportunities for entering the vocation of farming has many uses. Listed here are some specific uses that vocational agriculture teachers and others can make of such information:

1. Teachers and others can use this type of information as a basis for counseling with students in the selection of an agricultural vocation.

2. Teachers can use this information as a guide in developing individual student farming programs that will enable high school preparation for the farming opportunities that become available.

3. Teachers can use this information in the guidance of eighth grade students into or away from vocational agriculture.

4. In teaching farm management and young and adult farmer classes, teachers can use this information when discussing the problem of becoming established in farming.

5. Teachers and others can use this information as a guide in determining the educational needs of part-time and full-time farmers.

6. Teachers and others can use these data as a guide in determining the emphasis that should be placed on training students for allied industries, related occupations and non-agricultural occupations.

7. This information can be used as one factor in determining the need for vocational agriculture in a school community.

Through a local research study such as is suggested in this article, schools will have a basis for providing the type of educational program that will best meet the needs of students in their future vocations. □

A classroom discussion of farming opportunities is a necessary forerunner to planning successful farming programs.

Individual conferences are important to the student in realizing his opportunities for entering a highly competitive business.

Organize the summer program

It will result in better preparation for starting the school year.

M. C. GAAR, Teacher Education, Louisiana State University

M. C. Gaar

WHILE it is true that many teachers of vocational agriculture plan and carry out their summer program of activities as conscientiously as they do their school year activities, there are enough of those who consider the period as a *vacational* opportunity to make it a problem of real concern for pubilc school administrators. The problem appears to be one of preparing a schedule of time in order that the teacher will have a guide to follow through the period so that he can perform his many educational duties in an orderly and efficient manner. It is our feeling that many vocational agricultural teachers keep themselves just as busy during the summer as they are during the school year. Yet many of them are severely criticized. Such criticism is usually due to the fact that the teachers have no regular schedule of their daily activities. Consequently their co-workers, many businessmen, community critics and others, criticize them for being paid twelve months in the year and working only nine months. In too many instances the critics are correct in their accusations. However, in most cases such critics simply do not know what the vocational agricultural teachers actually do. Some of the varying situations to be considered are:

1. Teachers prepare a long list of activities for the summer period but their plans do not show a schedule of time to perform these activities. As a result teachers actually perform those activities of *apparent urgency,* thus too often ignoring primary duties.
2. Since vocational agriculture is an integral part of the rural secondary school program it is the responsibility of public school administrators to aid, urge, and require vocational agricultural teachers to prepare and execute a systematic and efficient summer program of work.
3. Too many teachers have other business interests and they take advantage of the summer period to participate actively in such pursuits. Such practices naturally cause them to neglect their vocational agricultural programs. *This is very bad.*

Suggestions for Planning a Summer Program

1. Prepare form showing time schedule. This is necessary because the teacher, like any other professional individual, must follow a time schedule so that he will be able to perform his duties in an orderly and successful manner (see suggested schedule).

2. Allow time in schedule that requires certain fixed dates and periods.

They usually are:

a. State FFA Convention (1 week)
b. Vacation period (2 weeks)
c. State V. A. Conference (approx. 1 week)

Place these periods in the summer schedule first.

3. The above fixed dates will consume approximately four weeks of the total of about 12 weeks of the summer period. Many feel that special effort should be made by the teacher to organize and conduct an out-of-community educational tour. This tour will consume at least one full week. In such case there will remain seven weeks for the teacher to carry-out an intensive program of supervised farming and *inside* department improvements.

4. Monday, Tuesday, Wednesday, Thursday (Supervised Farming). Supervised farming is the key to the success of vocational agriculture in the school and community. It constitutes the major activity of such teachers. It is our feeling that the teacher should spend at least 80 per cent of his total time during the seven or eight weeks in the community and school performing objective and personal supervisory work on the farms of day school boys, young farmers and adult farmers. All of which means four full days of each week (probably Monday, Tuesday, Wednesday and Thursday) must be spent visiting boys, young farmers and adults. While out there he should be performing many of the following duties:

a. Check on the carrying out of the supervised farming program that each boy set up and planned during year.
b. Check specifically on whether or not each boy utilizes superior farm practices at superior level on each of his enterprises.
c. Check each boy's record book for completion and correctness.
d. Give each boy a grade according to the quality of work he is doing.
e. Provide the boy direct aid when such is needed.
f. Consult with parents as needs arise and at opportune time.
g. Select materials and products for fairs.
h. Discuss plans for securing purebred livestock, higher quality plants and seeds when necessary for future needs.
i. Work with young farmers and adults in the same manner according to their improvement, production, and marketing problems and practices as needs arise on the same trips.
j. Visit prospective boys and parents on such trips and discuss with them vocational agriculture, what it is, and what it does.
k. Carry camera at all times and take pictures of day school boys, young farmers and adults as you find superior practices in operation.

Only unusual or unforeseen incidents or events should break into this schedule. The teacher must exercise stability and firmness in following his schedule. In other words the teacher must follow his visiting schedule during the summer as religiously as he follows his daily schedule (class) during the school year.

5. Friday (Also Saturday a.m. if such is required by Board of Education). All day Friday is spent in the teachers' office, classroom, shop and food laboratory center. This period or schedule must be followed as religiously as any other professional individual follows his schedule.

The following are suggested activities:

a. Keep files in order and current.
b. Check bulletin supply and order needed additions.

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Suggested Summer Program of Work for the Vocational Agricultural Teacher
(Sample)

Weeks	Monday Tuesday Wednesday Thursday	Friday Saturday a.m.	Comments
1st	Scheduled visits for supervised farming: a. Day school boys b. Young farmers c. Adult farmers d. Prospective boys and parents	Work in the office, classroom, shop, food center, etc.	Visit boys who are urgent with their program. Young farmers meeting Fri. night
2nd	FFA Convention		Make final arrangements and round up delegates for FFA Convention.
3rd	Scheduled visits for supervised farming: a. Day school boys b. Young farmers c. Adult farmers d. Prospective boys and parents		Keep religiously to schedule Adult meeting Friday night
4th	Scheduled visits for supervised farming: a. Day school boys b. Young farmers c. Adult farmers d. Prospective boys and parents		Keep religiously to schedule FFA meeting Friday night

Why teachers make teaching a career

Appreciation of the non-financial rewards of teaching is a factor

LLOYD J. PHIPPS, Teacher Education, University of Illinois

Lloyd J. Phipps

SALARIES of all teachers are increasing and the salaries of agriculture teachers are near the top of the salary schedules in most schools. The salaries of agriculture teachers cannot be used alone, however, to explain why many agriculture teachers are making a career out of teaching vocational agriculture, as evidenced by the large number of teachers who have completed twenty, thirty, and even thirty-five or more years in the profession since February 23, 1917, when the Smith- Hughes Act was passed. Neither does the lack of opportunities in other types of work explain the long teaching tenure of these men. Teachers of vocational agriculture have always been considered by employers as good prospects for many types of jobs. A good teacher of vocational agriculture frequently has opportunities for employment outside of teaching.

The Basis of Satisfaction

Teachers who continue to teach are satisfied teachers, and a satisfied teacher has learned how to recognize and appreciate the many advantages of his profession. He has learned to appreciate the non-financial rewards of teaching as well as the financial rewards. The following non-financial rewards of teaching vocational agriculture explain why many teachers of vocational agriculture are career teachers.

1. *Tenure.* Many states have tenure laws that protect their teachers from being dismissed for political, partisan, capricious, or personal reasons.
2. *Pension.* Most states have pension plans for teachers. Many, but not all, types of employment provide pension plans for their employees.
3. *Year contract.* Teachers of vocational agriculture are employed on a twelve-month basis, and they have the security of a year's contract. Some employees are subject to dismissal without notice.
4. *Independence.* No employee has complete independence, but teachers of vocational agriculture are relatively independent. They are professionally trained for their jobs, and most school administrators respect their training and allow them to "run their own show."
5. *Opportunity to use talents in agriculture.* It is a psychological fact that when a person has developed a particular skill, talent, or ability, he usually desires to use it. A teacher of vocational agriculture has ample opportunity to use in his teaching activities all the various types of agricultural knowledge he possesses.
6. *Feeling of belonging.* Most rural communities quickly make their agriculture teacher feel needed and at home. A teacher of vocational agriculture has friendly associations with an entire community.
7. *Feeling of worth and usefulness.* A vocational agriculture teacher has many opportunities to be of educational service to his community. His feeling of worth, therefore, is bolstered frequently.
8. *Responsibility.* Most persons enjoy being able to reinforce their ego by accepting responsibilities. A vocational agriculture teacher should recognize that his students are providing him daily with opportunities to accept important responsibilities.
9. *Healthful.* An agriculture teacher has the stimulating opportunity of spending part of each working day outside of buildings. He also has the enviable position of not being forced to work outside when the weather is exceptionally bad. When the weather is exceptionally bad, a teacher can arrange his work at school all day instead of providing on-farm instruction during part of the day.
10. *Safety.* Compared with many occupations, the teaching of vocational agriculture is a safe occupation. The opportunities for accidents are not nearly as great as they are in farming. A teacher does not spend a large amount of time driving on the highways. The safe driving record of teachers of agriculture is reflected by the premium rates of some automobile insurance companies.
11. *Intellectually stimulating.* The new problems and new ways of solving problems encountered in teaching agriculture keep a teacher mentally alert. A person need not fear that he will become mentally stagnant while teaching vocational agriculture.
12. *Social approval, status, respect.* There are very few persons, and in some communities none, who receive more respect, or have more status and social approval than a teacher of vocational agriculture in a farming community.
13. *Warm human relationships and companionship.* An agricultural teacher in a rural community should have many friends. There is little chance that he will ever be lonely.
14. *Action, novelty, variety.* In vocational agriculture teaching, something new happens frequently. There is plenty of action, and the activity of a teacher is sufficiently varied to prevent monotony.
15. *Long vacations.* Most teachers of vocational agriculture receive a month's vacation with pay. The typical vacation with pay in most occupations is two weeks.
16. *Recreational opportunities.* In most farm communities, the school is the recreational center for the community. A teacher working in a

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The opportunity to provide individual instruction bolsters a teacher's feeling of worth and usefulness.

An agriculture teacher has the stimulating opportunity of spending part of each working day outside of buildings.

A bountiful harvest

There are factors upon which it depends.

A. FLOYD, Teacher Education, Tuskegee Institute, Alabama

Arthur Floyd

THE story is told of three men who, without each other's knowledge, were partially deaf. They were close associates and comrades. On an occasion when the three were together, one said to the other two, "I'm cold. It's windy in here." Said friend number two, "No, it's Thursday." Friend number three said, "Me too. I'm thirsty, let's have a drink." It is obvious that in this situation lack of understanding was greatly in evidence among them.

Does such a predicament as this bear any resemblence to much of the teacher-learner relationship that goes on in the classroom? It perhaps can be said with some degree of soundness that where desirable, sound, logical teaching and learning proceed, at least four factors are greatly in evidence.

The Teacher as a Factor

Is the teacher well qualified physically? Are there handicaps that tend to thwart his best efforts and lessen his effectiveness? What about his size, tone of voice, power of expression, attire? Are these positive or negative qualities? Does his professional competence measure up to requirements that are optimal for success as a desirable teacher or teacher trainer in agricultural education? Does he know his subject matter? Does he possess certain minimal essential skills necessary to put over a praiseworthy job of teaching, Has he the keeness of insight to discover the effectiveness of his teaching by making use of the various and sundry devices now known as aids in the evaluation of his teaching such as tests, practical research, and the performance of his students? Does he possess the spirit of a student who very greatly realizes that successful teaching necessitates continuous learning by the teacher?

What about the teacher trainer's psychological attitude toward teaching and the learner? Does the teacher trainer want to teach? What is his concern about how much and how well his students are benefiting from his teaching? What other evidences other than his pay check are available that point to the teacher's desire to teach? Does the teacher count or discount the attitude of the pupils' parents regarding the progress their children are making as a result of their contact with the agriculture teacher? Should the teacher give any considerable degree of attention to the home, farm and community experiences and the attitudes of pupils' parents to the job of putting over a satisfactory program of teaching in a given community?

The Learner as a Factor

Another factor that can hardly be overlooked in the teacher-learner relationship is the pupil or student. What is the attitude, background, and desire of the pupils toward vocational agriculture? Are there physical handicaps possessed by pupils that may prevent them from carrying on a satisfactory supervised farming program? Are there opportunities available at home or otherwise available whereby they may be able to secure facilities necessary for the experiences needed to qualify for vocational agriculture? Are the pupils who register for vocational agriculture farm reared or have they had the minimum farm and rural experiences needed?

What, if any, are the psychological handicaps that may tend to discourage pupils who enroll in the vocational agriculture courses? Do their parents want them to take the courses in vocational agriculture? Is vocational agriculture the personal choice of the pupil enrolled? What do the pupils who plan to enroll in vocational agriculture know about their opportunities in vocational agriculture as compared with their opportunities in other fields of endeavor?

Course Content as a Factor

Along with the teacher and pupil as factors in the teacher-learning situation, is the course or subject matter. Courses of vocational agriculture taught to pupils not based on needs and without the intimate personal knowledge of the home farm conditions of the teacher of vocational agriculture are, to say the least, questionable. There is, without doubt, much knowledge to be gained by the teacher of vocational agriculture sitting at his desk in conference with a pupil, but to properly interpret, appraise, and evaluate the home and farm problems of the pupil, to know and appreciate the attitude of the parents toward the pupil and his carrying on a supervised farming program, it is most necessary that the teacher of vocational agriculture make frequent visits to the pupil's home and learn at first hand the problems, needs, and conditions. This is even more essential regarding the evening adult program. This is manditory in the planning and construction of a sound worthwhile teaching program in vocational agriculture.

Evaluation as a Factor

Another important factor in the teacher-learner situation is the testing, evaluation or response of the pupils. It is doubtlessly true that the good teacher is not in position to rest happily and consider himself successful merely by knowing his subject matter, planning his teaching, selecting and making what he considers good use of illustrative teaching materials, and imparting valuable information to his pupils and encouraging them to carry a desirable supervised farming program. Without question, all of this is essential to good teaching. But more than this, it is necessary that he evaluate and follow up, follow up and evaluate his teaching and note the performance of his pupils in every ramification of their behavior. He must constantly ask himself "to what extent are they becoming established in farming? What additional information, encouragement or inspiration do they still need? What facts or methods have I learned from this contact and experience that will be of value to me in my future efforts with other classes? Have I made myself clear enough that there can be no mistake in the understanding between my pupils and me?" This was not the case with the three partially deaf comrades.

When the teacher or teacher trainer can give a positive answer to these questions, he can in truth expect from his crop of students a bountiful harvest. □

Why Teachers - - -

(Continued from page 43)

school has ready access to the recreational opportunities and facilities it provides.

17. *New agricultural information.* A teacher of agriculture needs the latest and newest agricultural information. Most states have developed special procedures to insure that their vocational agriculture teachers do receive in a usable form the newest and latest agricultural information.
18. *Controlled competition.* Many jobs force a person to compete constantly with others or with themselves. A teacher of agriculture has ample opportunity to compete with himself or with others. He is sufficiently independent, however, to control the extent of the competitive activity in which he engages. An insurance agent, however, is usually forced to compete with other agents, and if he does not compete successfully, he may lose his job.
19. *Sick benefits.* Many schools have sick benefit plans which permit teachers to take time off with pay while sick. A two-week sick leave with pay is common.
20. *Home nearly every night.* Teaching agriculture is a job that permits a person to be at home nearly every night. It may necessitate being away from home during the early evening, but it does not necessitate being from home and the living in hotels as many jobs do that employ the graduates of agricultural colleges.
21. *Challenging work and personal growth.* The nature of the work is challenging and, therefore, promotes personal growth.

A teacher of agriculture is very fortunate in his opportunity to work with and guide our most precious resource—human beings. □

What does this mean for the Vo-Ag teacher in advising with his students?

More will go to college

JACK RUCH, Teacher Education, Univ. of Wyoming

Jack Ruch

THE primary aim of vocational education in agriculture is "To train present and prospective farmers for proficiency in farming." If other advantages have accrued in this broad training, they have been incidental to the program. Preparing for college entrance most surely has not been one of the planned objectives. This does not mean that the instructor in vocational agriculture does not recognize the advantages of a college education. He is aware, however, that only a few of his boys attend college each year.

Due to the increasing complexity of the agricultural situation, studies have been pointing toward a need for a college education as a prerequisite to success in farming. It is thought by many that a higher percentage of our young people, urban and rural, will attend college each year. This is a difficult hypothesis to substantiate. We believe, however, huge investments necessary to entering farming, coping with complex national and international relationships, adjusting to mechanization and automaton, and accomplishing the dual objectives involved in part time farming leaves the importance of higher education for farming open for discussion.

College Preparation v.s. Vo-Ag

The vocational agriculture instructor has been faced for many years with the problem of losing farm boys from his classes because of their anticipating entering college. The desire to attend college has often been prompted by some success in vocational agriculture such as winning a public speaking contest, becoming a regional or state officer, or success in pointing to an agricultural scholarship. As soon as the desire to attend college is felt, the college preparatory course is often investigated with the resulting recommendation that the vocational work be dropped. Some schools have even cut the vocational agriculture program from four years to three years in duration in order to provide additional courses in science, mathematics and language. This has been based on the assumption that these courses are more essential to success in college than were the vocational courses.

One instructor in a college of agriculture said, "A boy planning to attend college should take more math and science in high school. Cut his vocational agriculture to two years." Contrast this with a statement made by a professor in a mathematics department, who said, "I wonder why they are spending so much time in high school attempting to teach solid geometry, trigonometry, even calculis when the students will succeed better in college with a strong foundation in algebra."

All does not seem well with the college preparatory program, at least it does not appear to be a utopia. In these renascent times in public education we find concepts changing. People in high places in education are questioning the feasibility of the pupil-centered school. More is being said about education which is directed to the problems found in adult society. Development of appreciation for the arts and sciences through application and a profound level of study is being recommended. Academic achievement and not age and size is advocated as the measuring stick for promotion. This scrutiny leads one to hazard that perhaps the present college preparatory program, as developed in many secondary schools, is not the only answer to adequate preparation for college entrance.

From the foregoing discussion we may conclude partially that a greater per cent of boys studying vocational agriculture will probably attend college, and these boys may be encouraged to follow the college preparatory course. Is this justifiable? In order to draw conclusions to the problem, first let us contrast the nature of the instructional activities of vocational agriculture with what is desired in college and second investigate what studies reveal.

Effective Vo-Ag Training Will Prepare for College

The good teacher of vocational agriculture has long demanded academic standards equal to any other department in the school. He has corrected grammer and spelling. He has reviewed and taught the basic science and mathematics essential to the understanding of farming. In many instances he has taught the elements of effective study to groups and individuals. Instruction has been based on real situations found on the farm and in the farm home. Thus the instructional program has been centered around the needs, interests, and abilities of the boys with real farm problems as its basis. The problem solving techniques used are exploratory in nature with conclusions drawn through observation, study, and doing. Citizenship and leadership activities have been planned and carried out by the boys in the local FFA Chapter with the ultimate goal of developing intelligent and aggressive rural leadership. This indeed, has been a healthy environment in which to learn and teach. It has appeared that from the methods employed in teaching vocational agriculture and from the activities carried out through the FFA that a number of desirable abilities may have been developed which might contribute to success in college. We may partially conclude that some of these abilities are: the use of problem solving techniques to arrive at logical conclusions; the expression of a thought well organized and to the point; the demonstrating of self assurance in group participation; the exercising of self reliance in individual study situations by applying basic principles of science and mathematics to complex problem situations. These traits are appreciated on all educational levels.

For those who do not believe in such broad generalities as have been propounded here a review of studies pertinent to the problem is revealing.

What Studies Show

J. E. Bicknell[1] viewed the records of 337 freshmen who entered the Iowa State College, division of agriculture, in the fall quarter of 1946. His analysis showed that those students who had had vocational agriculture in high school made, on the average, from one-twentieth to one-sixth of a letter grade better than was expected of them, while those who had not studied vocational agriculture in high school made from one-twenty-fifth to one-eighth of a letter grade less than was expected of them.

Another similiar study was made by Nuel L. Moss[2] who studied the records of 200 graduates of Texas Technological College. His study revealed that there was no statistically significant difference between the total grade average of those who followed vocational agriculture in high school and those who had had college preparatory high school programs.

Theodore M. Schickley[3], 1952, pointed a comparable study to the success of vocational students not only in the agricultural college but the other colleges on the Wyoming campus as well. A review of the college transcripts of graduates of the University of Wyoming over a three year period revealed that approximately 1500 students had graduated. Of these 1500 graduates 322 had graduated from Wyoming high schools. Twenty-one and eleven hundredths per cent of these 322 college graduates had completed a vocational type of program in their high school career. The remaining 254 students in this group had followed programs of academic or college preparatory type. The results were as follows: the vocational group had a grade average of 2.19 and the college preparatory group averaged 2.24. While the vocational group had the lower grade average by .05, the difference between the two averages is not statistically significant at either the .01 or the .05 level. The several other studies that were reviewed arrived at conclusions similar to those stated here.

What Can We Conclude?

A suitable summary to this article is "lifted" from Arkin's[4], 1942, "The Story of the Eight Year Study," in which he stated, "The results of this

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Professional *and* Teaching Aids

The following is a list of additional Source Units which have been published recently by the Bureau of Research and Service, Michigan State University, East Lansing, Michigan. These are new items in a series of Source Units which have been previously announced in the *Agricultural Education Magazine*. Single copies of units are available at 25¢ each from the above address.

Hay Harvesting Techniques and Methods. Offers suggestions to teachers for the teaching of a unit on the harvesting of forages. Includes harvesting for hay and for grass silage.

The Place of Forages in Michigan Agriculture. Presents typical problems and offers suggestions regarding activities and experiences for students which may be used by the teacher of agriculture in teaching a unit on forage crops in agriculture.

Feeding Dairy Calves. Offers suggestions to teachers for the teaching of a unit on the feeding of dairy calves. A number of references are listed which present some of the newer findings on dairy calf nutrition.

Guidance for Students of Vocational Agriculture. Presents suggestions for teachers of vocational agriculture to assist them in their guidance work with their students. Suggests experiences which may be provided these students to help them choose occupations in farming or in related agricultural fields.

Occupations Related to Farming. Offers suggestions to teachers which may be used for teaching a unit on related agricultural occupations which might be of interest to students of vocational agriculture.

Care of Sows, Gilts, and Baby Pigs at Farrowing Time. This unit suggests activities which may be included in the teaching of the unit. Activities deal primarily with those which should become part of the experience of the students of vocational agriculture to assist them in efficient swine production.

Wood Fasteners Commonly Used in Farm Carpentry, No. 423, Double Frame, black and white. Audio-Visual Center, Michigan State University. Describes techniques in fastening wood with (1) nails, (2) bolts, (3) connectors, (4) glue, and (5) framing anchors. The strip was prepared by staff members in agricultural education and agricultural engineering. Production of prints was supervised under the direction of the Audio-Visual Center, Michigan State University. Price $1.75.

Land Use and Capability, No. 722, Double frame, Black and White. Audio-Visual Center, Michigan State University. Uses Michigan photographs to describe the eight land capability classes of land. The strip was prepared by members of the staff in the Department of Vocational Education and in the Department of Land and Water Conservation. Production of prints and distribution is under the direction of the Audio-Visual Center, Michigan State University. Price $1.50.

Planning My Farming Program, Maine Association of Vocational Agriculture Teachers. Order from the Interstate Printers and Publishers, Danville, Illinois. $1.50 per copy.

A workbook of 138 pages for planning individual farming programs. Contents include *Determining the Resources for My Farming Program, Selecting and Planning My Productive Farm Enterprise, Selecting, Planning and Recording My Improvement Projects, Selecting and Recording My Supplementary Farm Jobs, Making and Revising My Long-Time Farming Program, Preparing an Understanding or Agreement, and Summarizing My Farming Program.* The book is intended to serve for four years. Financial account book is needed annually for productive enterprises in addition to the workbook. The book is in loose-leaf form with canvas covers, permitting the addition of supplementary materials.

Technical Skills Needed by Teachers of Vocational Agriculture The Interstate, Danville, Ill. 1956. 35 pages. 37¢ a copy.

This is the complete results of a North Atlantic Regional Research Project sponsored by the Teacher Training Committee of the Region. Agricultural areas included in the study are: livestock, farm mechanics, forestry, soil and water conservation, fruits, vegetables, and field crops and soils.

The study contains a comprehensive list of skills in each of the above areas, the extent teachers use each skill and the value placed upon them as determined by a survey of a large number of teachers. Individual teachers should find this study a valuable aid as a source of ideas and checks in developing their own programs.

Classroom Teaching Equipment Lists for Vocational Agriculture in Maryland by Arthur M. Ahalt and Ray A. Murray. Misc. Pub. No. 253, Agr. Exp. Station, University of Maryland. Jan., 1956. 11 pages. Single copies free.

A complete list of equipment needed in the Vo-Ag classroom and laboratory, exclusive of Farm Mechanics. The lists are grouped as follows: CROPS AND SOILS—consisting of lists for field crops, truck crops, fruit crops, potatoes, tobacco, home gardens and homestead grounds, and soils; LIVESTOCK—consisting of lists for dairy, poultry, swine, beef cattle and sheep; SCIENCE—consisting of science equipment needed to interpret agriculture; and GENERAL CLASSROOM—consisting of furniture, visual aids, Future Farmers of America and miscellaneous.

What Teachers of Vocational Agriculture Like About Their Profession by Vernon B. Sultenfuss and Arthur M. Ahalt. Dept. of Agr. Edu., University of Maryland, College Park, Maryland. January, 1956, 6 pages.

Results of a study of 136 teachers in the North Atlantic Region to discover what they liked about their profession as an aid to recruiting teachers into the profession and to encourage those in the profession to stay.

The Guidance of Students in High School with Emphasis on Vocational Agriculture by John J. Mostowski and H. Palmer Hopkins. Dept. of Agr. Edu., University of Maryland, College Park, Maryland. March, 1956. 5 pages.

The results of a study of guidance practices in Maryland and Pennsylvania and their suitability as far as vocational agriculture is concerned. The part the Vo-Ag teachers play in guidance is emphasized.

A Guide for Instructional Units for the Future Farmers of America. Dept. of Agricultural Education, University of Maryland, College Park. July, 1955, 12 pages.

A series of jobs developed by a Summer School class of teachers of vocational agriculture to be used as a Guide by teachers when teaching about the FFA as a regular part of classwork. The Guide gives the major objectives, suggests a time allotment and gives detailed suggestions for activities for ten jobs. References are listed at the end of each job and at the end of the publication.

More Will Go - - -

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study seem to indicate that the pattern of preparatory school programs which concentrate on preparation for a fixed set of entrance examinations is not the only satisfactory means of fitting a boy or girl for making the most out of the college experience. It looks as if the stimulus and initiative which the less conventional approach to secondary school education affords sends on to the college better human material than we have obtained in the past."

Should the boy studying vocational agriculture and who plans to enter college be encouraged to drop this study in order to enter the college preparatory program? I think you have the answer.

References

[1]Bicknell, J. E., "Effectiveness of Vocational Agriculture in High School as Preparation for Students of Agriculture at the Iowa State College," *Master's Thesis,* Iowa State College, 45 p.

[2]Moss, N. L., "Vocational Agriculture Credits from High School as a Basis for College Agriculture Work," *Master's Thesis, Summaries of Studies in Agricultural Education,* U. S. Office of Education, 1947. 23 p.

[3]Schickley, T. M., "A Comparison of the College Grades of Students Who Pursued Vocational High School Programs to Those Who Followed College Preparatory Programs," *Requirements for Education 857,* University of Wyoming, 1952.

[4]Aikin, W. M., The Story of the Eight Year Study. Harper and Brothers. 1942.

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Dates To Remember - - -

Sept. 25-28—NFA National Convention, Municipal Auditorium, Atlanta, Ga.

Oct. 1-2—National FFA Dairy Judging Contests, National Dairy Cattle Congress, Waterloo, Iowa.

Oct. 15-18—National FFA Convention, Municipal Auditorium, Kansas City, Mo.

BOOK REVIEWS

THE RANGE AND PASTURE BOOK by Donahue, Evans, and Jones, illustrated, pp. 406, published by Prentice Hall, Inc., New York. Price, $4.20.

This recent publication on grassland agriculture contains chapters on Grasslands and Their Use, Grasslands Pay, The Important Grasses, Legumes in Grassland Agriculture, Pastures, Range Management, Hay and Silage, Grasses for Soil and Water Conservation, Grassland Watersheds, Grasslands and Wildlife, Principles of Grassland Agriculture, and The Grassland Program. A bibliography is also provided for those persons seeking additional information.

The Range and Pasture Book is a general information type of book rather than a "how to do" book. There is a great deal of information about the history of grassland farming, the importance of grasses and grassland farming, the value of grasses for feed, and how grasses can be used. The description of the important grasses and legumes is particularly interesting and informative. The book is easily read, and the illustrations are numerous, well selected, and very interesting. The main value of this publication lies in the vivid presentation of the over-all grassland farming situation.

Roy L. Donahue is Head of the Agronomy Department, University of New Hampshire; Everett F. Evans is a conservation specialist; and Lewis I. Jones is Agronomist and Editor of *Grassland Progress,* publication of the Federal Extension Service, U. S. Department of Agriculture.

—A.H.K.

FARM SOILS, fifth edition, revised by Aldrich and Worthen, illustrated, pp. 439, published by Wiley & Sons, New York. Price, $4.96.

Farm Soils contains the following chapters: The Soil that Feeds Us; Soils, Climate, and Crops; Getting Acquainted with Soil; How to Fit, Plant, and Cultivate; Fertilizers for Higher Yields; Organic Matter—Life of the Soil; Liming to Correct Soil Acidity; Conserve and Use Farm Manure; Water Management, Erosion Control, Drainage, and Irrigation; Muck and Peat Soils; Special Suggestions for Individual Crops; Keeping Soils Productive—Land Use, Rotations, Fertility; Soil Maps, Land Judging, and Soil Classification; How to Buy a Farm.

This is a revision of a Wiley Farm Series production and is designed for use by agricultural students, farmers, and persons in farm service employments. It is well written and well illustrated. The major emphasis is on presenting a working knowledge of soils. The authors have omitted such activities as testing for phosphorus, potassium, magnesium, and organic matter; planning an irrigation system; building a farm pond; and laying out tile drainage systems. The authors feel that these activities are better performed *for* farmers than *by* farmers. The discussion of erosion control is limited to a presentation of the ways in which erosion can be controlled with no effort made to tell how to carry out these practices.

Teachers of vocational agriculture should like most of the chapters in this book, especially chapters on soil fitting, fertilizers, organic matter, and land use. The short chapter on buying a farm should also be helpful. *Farm Soils* should make a welcome addition to the references on soils.

Samuel R. Aldrich is Professor of Field Crops and Edmund L. Worthen is Professor Emeritus of Soil Technology, both at Cornell University.

—A.H.K.

Organize the - - -

(Continued from page 42)

c. Check teaching apparatus and make requisitions for replacements or additions as needed.

d. Check shop equipment and supplies for replacements or additions, and make up requisitions as needed.

e. Prepare articles for local newspapers.

f. Consult with Food Laboratory center operator on its operation problems.

g. Plan for advisory council meetings.

h. Prepare for young farmer and adult class meetings. Plan for one class for each group each month (see schedule).

i. Complete plans for FFA meetings.

j. Complete plans for FFA Educational tour.

k. Take care of correspondence.

Suggestions for Executing Summer Program of Work

1. Prepare schedule in consultation with principal before school is out. Secure principal's approval.

2. Prepare enough duplicate copies so that principal, county supervisor, county superintendent, vocational agricultural supervisor, and state supervisors will each have a copy. Post one copy at school so that it will be seen from outside of building. Place one or more copies on town bulletin boards if available.

3. *Publicize your schedule so that administrators, businessmen, farmers and everyone concerned will know your supervised farming visiting days, your school days, when you will be on your vacation, when you will be at conventions, etc. Rainy days and unusual incidents will necessarily have to be considered.*

It is all important that teachers diplomatically discourage breaks in daily schedule. However, if an emergency should arise, such emergency should be cared for and then return to schedule for further work. If for example, on your office day you should have an urgent call to treat a sick animal, it will be necessary to go out of your office. But before leaving, place note on your door stating where you are going and hour of your return. Such practices are often utilized by professional people.

4. Length of work day: It is my feeling that every individual is entitled to have some time at his home to live with his family, work in his yard, work in his garden, and to do other chores. The teacher of vocational agriculture is no exception. Unless such time is available we cannot long expect to attract the highest quality men to enter our field. I further feel that it is possible for the vocational agricultural teacher to perform his duties in an efficient and adequate manner if his work is properly organized. *At present many teachers' jobs are a series of disorganized activities performed in a loosely disconnected manner.* It is impossible for a teacher of any sort to do an effective job under such conditions. Teachers must prepare a schedule, follow it, and begin to be professional. Based on personal experience, I am convinced that if the teacher starts out early in the morning, say 7:00 a.m., he can visit on an average of 6 to 8 boys, young men, and adults by 3 to 4 p.m., thus, having the remaining part of the day and four evenings per week to himself and his family.

If a teacher really wants to plan and carry out a systematic and effective vocational agricultural program in his school and community during the summer he can do so, although, in most cases such will require more personal discipline. On the other hand if he does not wish to work at it, he can find many faults and arguments against such a plan.

The chart on page 42 for a summer month is given to serve as a sample and to suggest monthly layouts. □

Stories In Pictures

A farm scene in Nevada. A ranch in one of the valleys equipped to produce the livestock which provide about 90 per cent of the State's income from farming. Grazing in the valleys and on the range is an important aspect of the type of farming which characterizes Nevada agriculture.

Some of the major participants in the North Central Regional Conference last March were, left to right, Robert Howey, NVATA President of Illinois; Dr. A. W. Tenney, Program Specialist, U. S. Office of Education; R. D. Anderson, State Director of Vocational Education in South Carolina; Walter Bjoraker, Wisconsin, who served as program chairman of the conference; and H. B. Taylor, Indiana, who was the Conference Chairman.

Police Chief of Morgantown, West Virginia, points out some safety features provided on the average rifle to several members of the University High FFA Chapter as a part of the Chapter's Safety Program.

Nathan Boardman, left, president of Texas A & M Collegiate Chapter of Future Farmers of America, presents an Honorary Chapter Farmer Degree to Mr. Cecil B. Ryan, center, of the Poultry Husbandry Department, who was selected as the outstanding professor in the College of Agriculture. Mr. E. V. Walton, right, Head, Department of Agricultural Education, looks on. (Photo by J. D. Gray—Texas A & M)

National FFA Week Observed. The Dixon Chapter Future Farmers of America observed National FFA Week in a colorful way. The Chapter of 33 members began the week by attending Sunday Church Services at The Sugar Valley Methodist Church, Route 4, Eaton, Ohio. Recognition of National FFA Week and the Chapter attendance in the services was printed in the church bulletin.

The Chapter designed and placed a window display at the Wilson Hardware in Eaton. The display showed farm shop, record books, classroom instruction, a model modern home and farm scene of a Future Farmer Member. The Chapter gave two radio programs of 15 minutes each, over the radio station in Richmond, Indiana, and Middletown, Ohio. The theme of one broadcast was public speaking, with the two Chapter winners of the Chapter public speaking contest giving their winning speeches. The second broadcast was devoted to a demonstration in parliamentary procedure. Another Chapter activity for the week was the kick-off of the Chapter sweetheart contest. An assembly program before the student body was given on Friday. FFA Chapter road signs were erected on each side of school along the highway. There is a farm sign in front of each member's home that reads, "A Future Farmer Lives Here."

Gordon Bulla (Reporter)
W. F. Tompkins, Jr. (Advisor)